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Spanish

Language and Culture *Nine-year Program*

Classroom Assessment Materials

Grade 6

2010

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This resource is available on the Alberta
Education Web site at
<http://education.alberta.ca/teachers/program/interlang/assessment.aspx>.

The primary audience for this resource is:

| | |
|----------------|---|
| Teachers | ✓ |
| Administrators | |
| Students | |
| Parents | |

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Table of Contents

| | |
|--|----|
| Purpose | 1 |
| About the Assessment Materials | 1 |
| How and When to Use the Assessment Materials | 2 |
| Principles of Effective Classroom Assessment | 3 |
| Time Capsule | 5 |
| • A-1.1 share factual information | |
| • A-2.1 share ideas, thoughts, opinions, preferences | |
| • A-6.3 personal enjoyment | |
| Junior High School Visit | 10 |
| • A-2.1 share ideas, thoughts, opinions, preferences | |
| • A-4.1 manage personal relationships | |
| Poetry Day | 15 |
| • A-2.1 share ideas, thoughts, opinions, preferences | |
| • A-6.2 creative/aesthetic purposes | |
| Privileges and Responsibilities | 21 |
| • A-2.1 share ideas, thoughts, opinions, preferences | |
| • A-3.2 state personal actions | |
| Asking about Feelings | 26 |
| • A-2.2 share emotions, feelings | |
| Daily Physical Activity | 31 |
| • A-3.1 guide actions of others | |
| • A-3.3 manage group actions | |
| • A-6.1 humour/fun | |
| Check Your Calendar | 37 |
| • A-3.2 state personal actions | |
| • A-4.1 manage personal relationships | |
| Year-end Celebration | 42 |
| • A-3.3 manage group actions | |
| Volunteer Appreciation | 47 |
| • A-5.1 discover and explore | |
| • A-5.2 gather and organize information | |
| Where We Live | 52 |
| • A-5.2 gather and organize information | |
| Resolving Classroom Conflicts | 57 |
| • A-5.3 solve problems | |
| • A-5.4 explore opinions and values | |

| | |
|--|-----|
| Lunch-hour Intramurals | 62 |
| • A–5.4 explore opinions and values | |
| Twin Cities | 67 |
| • GC–1.1 accessing/analyzing cultural knowledge | |
| • GC–2.3 awareness of own culture | |
| • GC–3.1 the Spanish-speaking world and cultures | |
| Getting Ready for an E-pal | 72 |
| • GC–1.1 accessing/analyzing cultural knowledge | |
| • GC–1.2 knowledge of the cultures of the Spanish-speaking world | |
| • GC–1.5 valuing the cultures of the Spanish-speaking world | |
| Good Hosts | 77 |
| • GC–1.3 applying cultural knowledge | |
| • GC–1.5 valuing the cultures of the Spanish-speaking world | |
| Generation Gap | 82 |
| • GC–1.4 diversity within the cultures of the Spanish-speaking world | |
| • GC–2.3 awareness of own culture | |
| Pick a Word | 87 |
| • GC–2.1 awareness of own language(s) | |
| • GC–2.2 general language knowledge | |
| Who Are We? | 92 |
| • GC–2.4 general cultural knowledge | |
| • GC–2.5 valuing diversity | |
| • GC–2.6 intercultural skills | |
| Exchange Application | 97 |
| • GC–2.4 general cultural knowledge | |
| • GC–3.2 cultural and linguistic diversity | |
| A Different Perspective | 102 |
| • GC–2.5 valuing diversity | |
| • GC–2.6 intercultural skills | |
| Chamber of Commerce | 107 |
| • GC–3.1 the Spanish-speaking world and cultures | |
| • GC–3.2 cultural and linguistic diversity | |

Classroom Assessment Materials

Grade 6

Spanish Language and Culture

Purpose

This document is designed to provide assessment materials for specific Grade 6 outcomes in the Spanish Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 6 learning outcomes from the Spanish Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific outcomes for Grade 6.

About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 6 outcomes from the *Applications* and *Global Citizenship* components in the Spanish Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

Assessment for learning, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

Assessment of learning, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction, e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

“The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts.”¹ When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart² clarifies the differences between assessment of learning and assessment for learning.

| Assessment for Learning (formative assessment) | Assessment of Learning (summative assessment) |
|---|--|
| Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment | Checks what has been learned to date |
| Is designed to help educators and students improve learning | Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students |
| Is used continually to provide descriptive feedback | Is presented in a periodic report |
| Usually uses detailed, specific and descriptive feedback, in a formal or informal report | Usually compiles data into a single number, score or mark as a formal report |
| Is not reported as part of an achievement grade | Is reported as part of an achievement grade |
| Usually focuses on improvement, compared with the student's previous best | Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused |
| Must involve the student | Does not always involve the student |

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

La Máquina del tiempo / Time Capsule

Student's Performance Task Description

Our province celebrated its 100th birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Spanish class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

Principal Outcomes

| | |
|--|--|
| <i>A-1 To impart and receive information</i> | <input type="checkbox"/> A-1.1 share factual information a. describe people, places, things and series or sequences of events or actions |
| <i>A-2 To express emotions and personal perspectives</i> | <input type="checkbox"/> A-2.1 share ideas, thoughts, opinions, preferences b. record and share thoughts and ideas with others; e.g., keep a journal of ideas, favourite words and phrases |
| <i>A-6 For imaginative purposes and personal enjoyment</i> | <input type="checkbox"/> A-6.3 personal enjoyment a. use the language for personal enjoyment |

Supporting Outcomes

| | |
|---|---|
| <i>LC-2 Interpret and produce texts</i> | <input type="checkbox"/> LC-2.5 written production a. produce short, simple written texts in guided situations <input type="checkbox"/> LC-2.7 representation a. express meaning through the use of some visual elements in a variety of media in guided and unguided situations |
|---|---|

Materials

- Magazines, clip art, pencil crayons, paints, fabric and other craft materials

Alternative Assessment Task

Create a celebrity collage. Choose a famous person and write some information about them. Find and/or draw pictures to enhance your writing. Display your collage in the classroom.

La Máquina del tiempo / Time Capsule

Performance Task Description

Our province celebrated its 100th birthday in 2005 and Albertans learned about what life was like for young people 100 years ago. Your Grade 6 Spanish class has decided to create a time capsule so people your age in the future can learn about you. Write some information about yourself and your life and enhance your writing with pictures or other materials. Your writing will be included in a school time capsule for Grade 6 students to open in several years.

Instructions

1. Working with your classmates and your teacher, create sentence starters to help you write about yourself. Include ideas to help describe yourself and your thoughts about different topics.

Sample phrases

- *Mi nombre es _____.*
 - *Tengo _____ años.*
 - *Vivo en _____.*
 - *Me encanta _____.*
 - *Somos _____ en mi familia.*
 - *En el futuro, quiero ser _____.*
 - *Mi _____ favorita(o) es _____.*
2. Using the sentence starters, write several sentences about yourself.
 3. When you have finished your writing, enhance it with drawings, pictures or arts and crafts materials that you think will help communicate who you are.
 4. Share your work with your classmates before submitting it to your teacher for the time capsule.

- Evaluation Tools**
- Peer Assessment
 - Self-assessment
 - Rubric

La Máquina del tiempo / Time Capsule: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

Fecha: _____

Criteria: you described yourself and shared your ideas

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____

Fecha: _____

Criteria: you described yourself and shared your ideas

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____



Fecha: _____

Criteria: you described yourself and shared your ideas

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____

Fecha: _____

Criteria: you described yourself and shared your ideas

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____



La Máquina del tiempo / Time Capsule: Self-assessment

Nombre: _____

Fecha: _____

A-1.1a, A-2.1b

When I wrote information about myself and my ideas for my time capsule, I noticed ...

- _____
- _____
- _____
- _____
- _____

LC-2.5a, LC-2.7a

Using pictures or other materials to support my writing was _____ (interesting/fun/difficult) because ...

- _____
- _____
- _____
- _____
- _____
- _____

A-6.3a

What I enjoyed most about working on my time capsule was ...

- _____
- _____
- _____

La Máquina del tiempo / Time Capsule: Rubric

Nombre: _____

Fecha: _____

| <i>Nivel</i> | <i>Excelente</i> | <i>Muy bien</i> | <i>Aceptable</i> | <i>Limitado</i> | <i>Insuficiente/ incompleto</i> |
|---|---|--|--|---|---|
| <i>E(l(a) alumna(a) ...</i> | | | | | |
| A-1.1a • describes himself or herself | describes himself or herself with precise and pertinent details | describes himself or herself with specific and appropriate details | describes himself or herself with simplistic and related details | describes himself or herself with vague and/or irrelevant details | No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task |
| A-2.1b • shares thoughts and ideas | shares detailed thoughts and ideas | shares specific thoughts and ideas | shares general thoughts and ideas | shares superficial thoughts and ideas | |
| LC-2.5a, LC-2.7a • uses visual elements to express meaning | uses compelling visual elements to express meaning | uses imaginative visual elements to express meaning | uses simplistic visual elements to express meaning | uses visual elements that do little to express meaning | |

Una visita escolar / Junior High School Visit

Student's Performance Task Description

A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

Principal Outcomes

| | |
|---|---|
| <i>A-2 To express emotions and personal perspectives</i> | <input type="checkbox"/> A-2.1 share ideas, thoughts, opinions, preferences a. inquire about and express likes and dislikes b. record and share thoughts and ideas with others |
| <i>A-4 To form, maintain and change interpersonal relationships</i> | <input type="checkbox"/> A-4.1 manage personal relationships a. talk about themselves, and respond to the talk of others by showing attention and interest |

Supporting Outcomes

| | |
|---|--|
| <i>LC-2 Interpret and produce texts</i> | <input type="checkbox"/> LC-2.3 interactive fluency a. engage in a variety of simple interactions |
| <i>S-2 Language use</i> | <input type="checkbox"/> S-2.3 productive a. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences |

Materials

- A sample registration form, Web site or pamphlet from the junior high school that mentions extracurricular activities and clubs

Alternative Assessment Task

Your teacher will be away one day next week and has asked your Spanish class to suggest activities or games you could play that day. Suggest to a partner one game or activity you enjoy and why you enjoy it. Ask your partner if he or she would be interested in trying your suggested game or activity. Listen to your partner's suggestion and offer your opinion. Write down your ideas for a class game or activity for your teacher.

Una visita escolar / Junior High School Visit

Performance Task Description

A teacher from the junior high school has asked to talk to your class about the different extracurricular activities offered to Grade 7 students next year. You will fill out a form indicating the activities and clubs in which you would be interested. To help you with your decisions, discuss the various choices with a partner. Keep track of your ideas to help you fill out your form.

Instructions

1. With your classmates, brainstorm a list of extracurricular activities you think will be offered in the junior high school that you will be attending.
2. Ask your partner about the activities he or she likes or dislikes. Tell your partner about the activities you like and dislike and explain why. Be sure to take notes during your discussion.

Sample phrases

- *A mí me gustan los deportes.*
 - *Yo quiero jugar a _____.*
 - *¿Te gustan los deportes?*
 - *Sí/No, a mí me gusta cantar.*
 - *Me voy a hacer miembro del coro.*
 - *¿A ti te gusta cantar?*
 - *¿Te gusta jugar al ajedrez?*
 - *Sí/No, me gusta jugar al ajedrez.*
 - *Quiero/No quiero hacerme miembro del equipo de ajedrez.*
 - *Quiero formar parte de la banda porque me gusta la música.*
 - *Yo toco _____.*
 - *¿Te gusta hacer música?/¿Te gusta tocar un instrumento?*
3. Use your discussion notes to help you make decisions about the clubs and activities in which you want to participate.

Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Observation Checklist

***Una visita escolar / Junior High School Visit:
Self-assessment Rating Scale***

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> | <i>Comentarios ...</i> |
|--|-----------|-------------|-------------------|------------------------|
| A-2.1a, A-4.1a, LC-2.3a • ask someone else about which activities they like and dislike | | | | |
| A-2.1b • make notes about the ideas I have shared with others | | | | |
| S-2.3a • use the sample sentences to create my own sentences | | | | |

Una visita escolar / Junior High School Visit: Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

| <i>Mi compañero(a) puede ...</i> | | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> | <i>Por ejemplo ...</i> |
|--|--|-----------|-------------|-------------------|------------------------|
| A-2.1a, A-4.1a, LC-2.3a | <ul style="list-style-type: none"> ask me about which activities I liked and disliked | | | | |
| A-2.1b | <ul style="list-style-type: none"> share some ideas with me | | | | |
| <i>Hiciste bien las siguientes cosas ...</i> | | | | | |
| <i>Unas sugerencias para la próxima vez ...</i> | | | | | |
| <i>En respuesta a mis sugerencias, mi compañero dice ...</i> | | | | | |

**Una visita escolar / Junior High School Visit:
Observation Checklist**

Fecha: _____

Criteria: A-2.1a, A-2.1b The student engages in simple interactions about likes and dislikes

| <i>El(la) alumno(a)</i> | <i>Sí</i> | <i>Aún no</i> | <i>Comentarios</i> |
|-------------------------|-----------|-------------------|--------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
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| 25. | | | |
| 26. | | | |
| 27. | | | |
| 28. | | | |
| 29. | | | |
| 30. | | | |

El día de la poesía / Poetry Day

Student's Performance Task Description

Several language arts classes in your school will be holding a Poetry Day. Students will prepare and present their own poetry. Your Spanish class will participate by writing simple poems in Spanish and presenting them at the event. Write your own poem to share with your classmates.

| Principal Outcomes | |
|---|--|
| <i>A-2 To express emotions and personal perspectives</i> | <input type="checkbox"/> A-2.1 share ideas, thoughts, opinions, preferences b. record and share thoughts and ideas with others; e.g., keep a journal of ideas, favourite words and phrases |
| <i>A-6 For imaginative purposes and personal enjoyment</i> | <input type="checkbox"/> A-6.2 creative/aesthetic purposes a. use the language creatively and for aesthetic purposes |
| Supporting Outcomes | |
| <i>LC-1 Attend to form</i> | <input type="checkbox"/> LC-1.1 phonology b. recognize some of the effects that intonation and stress have in different situations |
| <i>LC-2 Interpret and produce texts</i> | <input type="checkbox"/> LC-2.2 oral production a. produce short, simple oral texts in guided situations |
| <i>S-1 Language learning</i> | <input type="checkbox"/> S-1.2 metacognitive a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., rehearse the language |
| Materials <ul style="list-style-type: none"> • Templates for different types of poems; e.g., acrostic, cinquain, haiku, diamond, name • Samples of simple poems of personal relevance, in Spanish or English | |

Alternative Assessment Task

Students choose a poem or simple story they enjoy and participate in a choral reading of the poem or story with others.

El día de la poesía / Poetry Day

Performance Task Description

Several language arts classes in your school will be holding a Poetry Day. Students will prepare and present their own poetry. Your Spanish class will participate by writing simple poems in Spanish and presenting them at the event. Write your own poem to share with your classmates.

Instructions

1. With your classmates, read different poems in which the poets share their thoughts and ideas in simple ways.
2. Use your own thoughts and ideas to create a simple poem. You might find it helpful to use some of the formats you saw in the sample poems.
3. Practise reading your poem aloud to others and think about how you can use your voice to best read your poem.
4. Share your poem aloud with your classmates.

Evaluation Tools

- Self-assessment
- Rating Scale
- Peer Assessment
- Rubric

El día de la poesía / Poetry Day: Self-assessment

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | <i>Sí</i> | <i>Aún No</i> |
|---|-----------|---------------|
| LC-1.1b • make sure I put stress or emphasis on the right words | | |
| S-1.2a, LC-2.2a • rehearse my oral presentation | | |

Estoy orgulloso(a) de ...

La próxima vez, voy a ...

El día de la poesía / Poetry Day: Rating Scale

Nombre: _____

Fecha: _____

Puedes ...

Excelente

Muy bien

Satisfactorio

Aún no

A-2.1b, • shares their thoughts
LC-2.2a and ideas



A-6.2a • uses the language creatively



LC-1.1 b • uses intonation and stress
to read a poem



Comentarios

El día de la poesía / Poetry Day: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

Fecha: _____

Criterios: present a Spanish-language poem you have created

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____

Fecha: _____

Criterios: present a Spanish-language poem you have created

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____



Fecha: _____

Criterios: present a Spanish-language poem you have created

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____

Fecha: _____

Criterios: present a Spanish-language poem you have created

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____



El día de la poesía / Poetry Day: Rubric

Nombre: _____ Fecha: _____

| Nivel | Excelente | Muy bien | Aceptable | Limitado | Insuficiente/ incompleto |
|--|--|--|--|--|---|
| <i>El(la) alumna(o) ...</i> A-2.1b, A-6.2a • shares ideas and preferences through a poem | shares insightful and detailed ideas and preferences <div style="text-align: right;"><input type="checkbox"/></div> | shares thoughtful and deep ideas and preferences <div style="text-align: right;"><input type="checkbox"/></div> | shares simplistic and predictable ideas and preferences <div style="text-align: right;"><input type="checkbox"/></div> | shares incomplete and/or superficial ideas and preferences <div style="text-align: right;"><input type="checkbox"/></div> | No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task <div style="text-align: right;"><input type="checkbox"/></div> |
| LC-1.1b, LC-2.2a • uses intonation and stress | uses intonation and stress skillfully <div style="text-align: right;"><input type="checkbox"/></div> | uses intonation and stress competently <div style="text-align: right;"><input type="checkbox"/></div> | uses intonation and stress appropriately and communication is occasionally interrupted <div style="text-align: right;"><input type="checkbox"/></div> | uses intonation and stress ineffectively and communication is frequently interrupted <div style="text-align: right;"><input type="checkbox"/></div> | No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task <div style="text-align: right;"><input type="checkbox"/></div> |

Derechos y deberes / Privileges and Responsibilities

Student's Performance Task Description

You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

Principal Outcomes

| | |
|--|--|
| <i>A-2 To express emotions and personal perspectives</i> | <input type="checkbox"/> A-2.1 share ideas, thoughts, opinions, preferences b. record and share thoughts and ideas with others; e.g., keep a journal of ideas, favourite words and phrases |
| <i>A-3 To get things done</i> | <input type="checkbox"/> A-3.2 state personal actions b. inquire about and express ability and inability to do something |

Supporting Outcomes

| | |
|---|--|
| <i>LC-4 Apply knowledge of how discourse is organized, structured and sequenced</i> | <input type="checkbox"/> LC-4.2 text forms a. use some simple text forms in their own productions |
| <i>S-2 Language use</i> | <input type="checkbox"/> S-2.3 productive a. identify and use a variety of productive strategies; e.g., use words visible in the immediate environment |

Materials

- Survey templates
- A chart on which to record information from brainstorming
- A list of vocabulary for responsibilities and privileges

Alternative Assessment Task

Your principal has asked your Spanish class to prepare a short article for the school newsletter that highlights your understanding of Spanish language and culture. Survey your classmates about what they know and are able to do in Spanish—and what they are still unable to do but are working toward achieving.

Derechos y deberes / Privileges and Responsibilities

Performance Task Description

You and your friends think that because you are all growing older, you should have more privileges at home. To prepare for a discussion with your parents on the subject, you decide to find out what other kids your age are allowed and expected to do at home. Survey your classmates about what privileges and responsibilities they have. Use the results to decide how to approach your parents.

Instructions

1. With your classmates, brainstorm, in Spanish, a list of privileges and responsibilities you have at home and a list of other privileges you would like to have.
2. Create a list of survey questions you will use to find out what your classmates' privileges and responsibilities are at home. Use the brainstormed list of privileges and responsibilities you created in Step 1 to help you.

Sample Phrases

- *Puedo ...*
- *Tengo que ...*
- *No puedo .../No me dejan .../No me permiten ...*

Sample Questions

- *¿Puedes ... ?/¿Te dejan ... ?/¿Te permiten ... ?*
- *¿Qué te dejan hacer?*
- *¿Qué puedes hacer?*

3. Write your survey, in Spanish.
4. Conduct your survey with your classmates.
5. Summarize the results of your survey in a few sentences.

Evaluation Tools

- Self-assessment Rating Scale and Goal Setting
- Observation Checklist
- Peer Assessment

Derechos y deberes / Privileges and Responsibilities: Self-assessment Rating Scale and Goal Setting

Nombre: _____ Fecha: _____

| | <i>Puedo ...</i> | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> | <i>Para mejorar, voy a ...</i> |
|--|---|-----------|-------------|---------------|--------------------------------|
| A-2.1b | <ul style="list-style-type: none"> • write down my ideas to share with others | | | | |
| A-3.2b | <ul style="list-style-type: none"> • ask others what their privileges and responsibilities are | | | | |
| LC-4.2a | <ul style="list-style-type: none"> • create a survey sheet | | | | |
| S-2.3a | <ul style="list-style-type: none"> • use the brainstorming list to create my survey | | | | |
| <i>La próxima vez, voy a hacer ...</i> | | | | | |

***Derechos y deberes / Privileges and Responsibilities:
Observation Checklist***

Fecha: _____

Criterios: A-3.2b The student inquires about and expresses an ability and inability to do something

| <i>El(la) alumno(a)</i> | <i>Sí</i> | <i>Aún no</i> | <i>Noté que ...</i> |
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Derechos y deberes / Privileges and Responsibilities: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

Fecha: _____

Criteria: ask for and share opinions in a Spanish-language survey

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____

Fecha: _____

Criteria: ask for and share opinions in a Spanish-language survey

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____

Fecha: _____

Criteria: ask for and share opinions in a Spanish-language survey

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____

Fecha: _____

Criteria: ask for and share opinions in a Spanish-language survey

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____



Preguntando sobre sentimientos / Asking about Feelings

Student's Performance Task Description

A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

Principal Outcomes

A-2 To express emotions and personal perspectives

- A-2.2 share emotions, feelings**
 - a. inquire about, record and share personal experiences involving an emotion or a feeling

Supporting Outcomes

LC-2 Interpret and produce texts

- LC-2.3 interactive fluency**
 - a. engage in a variety of simple interactions

S-2 Language use

- S-2.3 productive**
 - a. identify and use a variety of productive strategies; e.g., use various techniques (brainstorming or idea logs) to explore ideas at the planning stage

Materials

- A brainstormed list of questions about feelings/emotions
- A list of sentence starters

Alternative Assessment Task

Your teacher has an opportunity to twin your Spanish class with another Grade 6 class from a country where Spanish is spoken. The application form includes a survey that you will use to share your thoughts, opinions and feelings about certain situations. Complete the survey, in Spanish, with your classmates.

Preguntando sobre sentimientos / Asking about Feelings

Performance Task Description

A local author is writing a novel, using Grade 6 students as the main characters. The author wants information about how Grade 6 students feel in different real-life situations. Your teacher has offered to help by having you share your own experiences. The author will use the information to help write the novel.

Instructions

1. With your teacher's help, think of different situations in which you experience emotions and feelings.

Examples

- *Olvidé mi tarea ...*
 - *Mi perro/Mi gato(a) está enfermo(a) ...*
 - *Mi amigo me sonrió ...*
 - *Estoy enfermo(a) ...*
 - *Mi mamá/Mi papá está enfadado(a) ...*
 - *Nosotros perdimos un partido de fútbol ...*
2. Use these ideas to create a simple questionnaire you can use to find out how your classmates feel in these different situations.
 3. Ask your classmates the questions. Record their answers and offer your own answers for them to record.
 4. Share the results with your teacher.

Evaluation Tools

- Observation Checklist
- Self-assessment
- Peer-assessment Rating Scale

***Preguntando sobre sentimientos /
Asking about Feelings: Observation Checklist***

Fecha: _____

Criterios: A-2.2a, LC-2.3a The student shares personal experiences in simple interactions

| <i>El(la) alumno(a)</i> | <i>Sí</i> | <i>Aún no</i> | <i>Comentarios</i> |
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***Preguntando sobre sentimientos /
Asking about Feelings: Self-assessment***

Nombre: _____

Fecha: _____

| <i>Crterios</i> | <i>Lo que hice bien ...</i> | <i>Lo que necesito mejorar ...</i> | <i>La próxima vez, voy a ...</i> |
|---|-----------------------------|------------------------------------|----------------------------------|
| A-2.2a, • when I asked my LC-2.3a classmates about their feelings | | | |
| A-2.2a, • when I shared my LC-2.3a feelings and emotions with others | | | |
| S-2.3a • when I brainstormed words and phrases with my classmates | | | |

Preguntando sobre sentimientos /
Asking about Feelings: Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

| | <i>Puedes ...</i> | <i>Si</i> | <i>Casi</i> | <i>Aún no</i> | <i>Lo sé porque ...</i> |
|---------|--|-----------|-------------|---------------|-------------------------|
| A-2.2a | <ul style="list-style-type: none"> inquire about, record and share personal experiences | | | | |
| LC-2.3a | <ul style="list-style-type: none"> engage in simple interactions with classmates | | | | |

En esta actividad, me gustó ...

Unas sugerencias para la próxima vez son ...

En respuesta de mis sugerencias, mi compañero(a) dice ...

La actividad física diaria / Daily Physical Activity

Student's Performance Task Description

Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Spanish class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

| Principal Outcomes | |
|--|--|
| <i>A-3 To get things done</i> | <input type="checkbox"/> A-3.1 guide actions of others <ol style="list-style-type: none"> a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions; e.g., a series of steps to play a game <input type="checkbox"/> A-3.3 manage group actions <ol style="list-style-type: none"> a. encourage other group members to participate |
| <i>A-6 For imaginative purposes and personal enjoyment</i> | <input type="checkbox"/> A-6.1 humour/fun <ol style="list-style-type: none"> a. use the language for fun and to interpret simple humour |
| Supporting Outcomes | |
| <i>LC-4 Apply knowledge of how discourse is organized, structured and sequenced</i> | <input type="checkbox"/> LC-4.1 cohesion/coherence <ol style="list-style-type: none"> a. link several sentences coherently |
| <i>S-2 Language use</i> | <input type="checkbox"/> S-2.3 productive <ol style="list-style-type: none"> a. identify and use a variety of productive strategies; e.g., use words visible in the immediate environment and/or use knowledge of sentence patterns to form new sentences |
| Materials <ul style="list-style-type: none"> • A brainstormed list of body parts, commands and words of encouragement or caution written on the board or on chart paper | |
| Alternative Assessment Task <p>Take turns leading your classmates in games; e.g., Follow the Leader or Simon Says. Give commands, in Spanish, to your classmates and provide encouragement to them.</p> | |

La actividad física diaria / Daily Physical Activity

Performance Task Description

Students in your school participate in Daily Physical Activity. Your teacher has asked you and your classmates to take turns leading your Spanish class in a simple physical activity during Daily Physical Activity time. Plan an activity and lead your classmates through it.

Instructions

- With your classmates, brainstorm simple physical actions you could tell others to do in the classroom; e.g., *salta, corre, gira*.
- Plan your own simple exercise routine through which to lead your classmates.

Sample words and phrases

- *Tócate ...*
- *Corre*
- *Siéntate*
- *Estira ...*
- *Levántate ...*
- *Salta ... (_____ veces)*
- *Haga cola ...*
- *Levanta ...*

- Use words to put the actions in order.

Sample words

- *Primero ...*
- *Segundo ...*
- *Tercero ...*
- *El siguiente ...*
- *Por finalmente/Para terminar ...*

- Include words and phrases of encouragement and caution in your exercise routine.

Sample words and phrases

- *¡Caramba!*
- *¡Qué buena!*
- *¡Tú puedes hacerlo!*
- *¡Cuidado!*
- *Más despacio*
- *Otra vez*
- *Hazlo otra vez*
- *Hazlo lo mejor que puedas*
- *Ten cuidado*
- *¡Bien hecho!*

- You may wish to first practise your routine, in Spanish, with a partner.
- Share your exercise routine with the class. Make sure to ask your classmates to join you at the beginning of your exercise routine.

Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Peer-assessment Rating Scale
- Rubric

La actividad física diaria / Daily Physical Activity:
Self-assessment Rating Scale

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|--------------------|---|-----------|-------------|---------------|
| A-3.1a | <ul style="list-style-type: none"> encourage my classmates | | | |
| A-3.1b, LC-4.1a | <ul style="list-style-type: none"> give my classmates commands to do physical actions | | | |
| S-2.3a | <ul style="list-style-type: none"> use the words and phrases my teacher gave us in my activity | | | |



La actividad física diaria / Daily Physical Activity:
Self-assessment Rating Scale

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|--------------------|---|-----------|-------------|---------------|
| A-3.1a | <ul style="list-style-type: none"> encourage my classmates | | | |
| A-3.1b, LC-4.1a | <ul style="list-style-type: none"> give my classmates commands to do physical actions | | | |
| S-2.3a | <ul style="list-style-type: none"> use the words and phrases my teacher gave us in my activity | | | |

La actividad física diaria / Daily Physical Activity: Rating Scale

Nombre: _____ Fecha: _____

| <i>Puedes ...</i> | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|--|--------------------------|--------------------------|--------------------------|
| A-3.1b • give a series of commands to others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A-3.1a • use encouraging and/or discouraging phrases | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LC-4.1a • link sentences coherently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A-3.3a • encourage others to participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Cosas que hiciste bien:

Cosas que puedes mejorar ...



La actividad física diaria / Daily Physical Activity: Rating Scale

Nombre: _____ Fecha: _____

| <i>Puedes ...</i> | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|--|--------------------------|--------------------------|--------------------------|
| A-3.1b • give a series of commands to others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A-3.1a • use encouraging and/or discouraging phrases | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LC-4.1a • link sentences coherently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A-3.3a • encourage others to participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Cosas que hiciste bien:

Cosas que puedes mejorar ...

**La actividad física diaria / Daily Physical Activity:
Peer-assessment Rating Scale**

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

| | <i>Puedes ...</i> | <i>Si</i> | <i>Casi</i> | <i>Aún no</i> | <i>Lo sé porque ...</i> |
|--------|--|-----------|-------------|---------------|-------------------------|
| A-3.1b | <ul style="list-style-type: none"> lead us in a physical activity | | | | |
| A-3.1a | <ul style="list-style-type: none"> encourage us during the activity | | | | |

En esta actividad, me gustó ...

Unas sugerencias para la próxima vez son ...

En respuesta de mis sugerencias, mi compañero(a) dice ...

La actividad física diaria / Daily Physical Activity: Rubric

Nombre: _____

Fecha: _____

| Nivel | Excelente | Muy bien | Aceptable | Limitado | Insuficiente/ incompleto |
|--|---|---|--|--|---|
| El(la) alumna(a) ... A-3.1b, A-6.1a • gives a simple series of instructions | gives a simple series of precise instructions with confidence | gives a simple series of systematic instructions | gives a simple series of adequate instructions with hesitation | gives a simple series of inappropriate instructions without confidence | No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task |
| LC-4.1a, S-2.3a • links sentences together | links sentences together purposefully | links sentences together logically | links sentences together simplistically | links sentences together ineffectively | |
| A-3.1a, A-3.3a • encourages others to participate | is eager when encouraging others to participate | is willing when encouraging others to participate | is hesitant when encouraging others to participate | is reluctant when encouraging others to participate | |

Comprueba tu calendario / Check Your Calendar

Student's Performance Task Description

To cut down on the amount of class time used to talk about weekend plans and leisure activities, your teacher has asked you and your classmates to plan your activities for the next month. Write down the activities in which you want to participate. Invite your classmates to participate in them with you.

| Principal Outcomes | |
|--|--|
| <i>A-3 To get things done</i> | <input type="checkbox"/> A-3.2 state personal actions a. make an offer and an invitation, and respond to offers and invitations made by others |
| <i>A-4 To form, maintain and change interpersonal relationships</i> | <input type="checkbox"/> A-4.1 manage personal relationships b. make and cancel social engagements in an appropriate manner |
| Supporting Outcomes | |
| <i>LC-2 Interpret and produce texts</i> | <input type="checkbox"/> LC-2.3 interactive fluency a. engage in a variety of simple interactions <input type="checkbox"/> LC-2.5 written production a. produce short, simple written texts in guided situations |
| <i>LC-4 Apply knowledge of how discourse is organized, structured and sequenced</i> | <input type="checkbox"/> LC-4.3 patterns of social interaction a. use simple conventions to open and close conversations and to manage turn taking |
| <i>S-2 Language use</i> | <input type="checkbox"/> S-2.1 interactive a. identify and use a variety of interactive strategies; e.g., ask for clarification or repetition when they do not understand, interpret and use a variety of nonverbal clues to communicate |
| Materials <ul style="list-style-type: none"> A copy of a blank calendar for the month or agendas/day timer books normally used by students | |

Alternative Assessment Task

Complete an information-gap activity. You and a partner each write down activities on a chart. You and your partner ask each other to join the activities you have listed and accept or decline each other's invitations.

Comprueba tu calendario / Check Your Calendar

Performance Task Description

To cut down on the amount of class time used to talk about weekend plans and leisure activities, your teacher has asked you and your classmates to plan your activities for the next month. Write down the activities in which you want to participate. Invite your classmates to participate in them with you.

Instructions

1. With your class, brainstorm different activities you and your classmates do after school, at recess or on weekends; e.g., attend piano lessons, go to soccer practice, rent a movie, go swimming, play computer games.
2. Using a calendar or agenda book, write down the activities you plan to do for the next month.
3. Ask different classmates to join you in your activities. Make sure to start and end the conversation appropriately.

Sample phrases

- *¡Hola!*
- *¿Puedes ir a (nadar/jugar al fútbol/alquilar una película/jugar) conmigo _____ el (21/8) (a las 8:00/por la tarde/al recreo)?*
- *¡Gracias!/Hasta luego./Hasta el sábado./De acuerdo./ ¡Qué pena!/A lo mejor la próxima vez.*

4. Use phrases to accept or decline your partner's invitations. Be sure to be polite.

Sample phrases

- *Sí./¡Seguro!/De acuerdo./Hasta ... /¡Qué divertido!*
- *No, no puedo./Lo siento./A lo mejor la próxima vez./ ¡Qué pena!*

5. While you are conversing with your classmates, use strategies to help you communicate; e.g.,

- Ask questions if you do not understand; e.g., *¿Puede repetirlo?/¿Qué dijo?*
- Point to the activities/dates on your monthly planner if your partner is having difficulty understanding.

6. Write down on your monthly planner who will be joining you for different activities.

Evaluation Tools

- Self-assessment
- Feedback
- Rating Scale

***Comprueba tu calendario / Check Your Calendar:
Self-assessment***

Nombre: _____

Fecha: _____

| <i>Crterios</i> | <i>Lo que hice bien ...</i> | <i>Lo que necesito mejorar ...</i> | <i>La próxima vez, voy a ...</i> |
|--|-----------------------------|------------------------------------|----------------------------------|
| A-3.2a, • when I invited A-4.1b classmates to participate in activities with me | | | |
| A-3.2a, • when I was A-4.1b invited to participate in an activity | | | |
| LC-2.5a • when I wrote my activities for the month | | | |

Comprueba tu calendario / Check Your Calendar:
Feedback

Criterios:

- A-3.2a makes and responds to invitations
- A-4.1b makes and breaks social engagements
- LC-4.3a uses simple conventions to open and close conversations
- LC-2.3a engages in simple interactions
- S-2.1a identifies and uses a variety of interactive strategies

Fecha: _____

Querido(a) _____,

Hiciste las siguientes cosas bien...

También, noté...

La próxima vez puedes tratar ...

De _____

**Comprueba tu calendario / Check Your Calendar:
Rating Scale**

Fecha: _____

| <i>El(la) alumno(a) puede ...</i> | A-3.2a make and respond to invitations | | | LC-4.3a, engage in simple LC-2.3a, interactions using appropriate S-2.1a conventions and strategies | | |
|-----------------------------------|--|-------------|---------------|---|-------------|---------------|
| | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
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Las Celebraciones de fin de año / Year-end Celebration

Student's Performance Task Description

Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Spanish class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning for the celebration can begin. With your committee, decide who will be responsible for different tasks.

Principal Outcomes

A-3 To get things done

- A-3.3 manage group actions**
 - b. assume a variety of roles and responsibilities as group members
 - c. check for agreement and understanding
 - d. express disagreement in an appropriate way

Supporting Outcomes

LC-2 Interpret and produce texts

- LC-2.3 interactive fluency**
 - a. engage in a variety of simple interactions

LC-3 Apply knowledge of the sociocultural context

- LC-3.4 social conventions**
 - b. recognize simple social conventions in informal conversation

S-3 General learning

- S-3.3 social/affective**
 - a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

Materials

- A brainstormed class list of useful vocabulary, structures and sentence starters

Alternative Assessment Task

Your teacher has asked your Spanish class to help plan an upcoming field trip. To prepare for the field trip, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person. With your committee, decide who will be responsible for different tasks.

Las Celebraciones de fin de año / Year-end Celebration

Performance Task Description

Your Grade 6 class will be saying good-bye to elementary school by the end of the year. Your Spanish class is planning a year-end celebration. To prepare for the many plans that will have to be made, your teacher has asked you and your classmates to form committees. Each committee in the class must assign roles and responsibilities to each person before the planning for the celebration can begin. With your committee, decide who will be responsible for different tasks.

Instructions

1. As a class, brainstorm some specific ideas about what would be needed to have a classroom party; e.g., music, games, pizza, CD player.
2. Categorize your ideas; i.e., food, entertainment.
3. Sign up for one category/committee and meet with other students on your committee.
4. With your teacher's help, think of words and phrases to help you plan with your committee.

Examples

- | | |
|------------------------------|-----------------------------------|
| • <i>Soy la secretaria.</i> | • <i>Es mi turno./Me toca ...</i> |
| • <i>Copio las ideas.</i> | • <i>Es tu turno./Te toca ...</i> |
| • <i>Controlo el tiempo.</i> | • <i>¿Tienes alguna idea?</i> |
| • <i>Pienso que ...</i> | • <i>Me gusta tu idea.</i> |
| • <i>Tengo otra idea.</i> | • <i>Es una idea estupenda.</i> |
| • <i>¿Qué crees?</i> | • <i>¡Gracias!</i> |
| • <i>No creo ...</i> | • <i>¡Buena idea!</i> |

5. Before planning with your committee, ensure everyone assigns themselves a role.
6. Plan your class party with your committee, using Spanish when you can. Be sure to take turns and be polite.
7. Share your plan with the class.

Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment Rating Scale
- Observation Checklist

Las Celebraciones de fin de año / Year-end Celebration: Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

| <i>Mi compañero(a) puede ...</i> | | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> | <i>Lo sé porque ...</i> |
|--|--|-----------|-------------|-------------------|-------------------------|
| A-3.3b | <ul style="list-style-type: none"> assume a role in our group | | | | |
| A-3.3c, LC-2.3a, S-3.3a | <ul style="list-style-type: none"> use Spanish to work with others in our group | | | | |
| A-3.3c, S-3.3a | <ul style="list-style-type: none"> agree and disagree with others politely | | | | |
| <i>Algo que hiciste bien ...</i> | | | | | |
| <i>Una sugerencia para la próxima vez ...</i> | | | | | |
| <i>En respuesta de mis sugerencias, mi compañero(a) dice ...</i> | | | | | |

Las Celebraciones de fin de año / Year-end Celebration: Self-assessment Rating Scale

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> | <i>Lo sé porque ...</i> |
|--------------------|--|-----------|-------------|-------------------|-------------------------|
| A-3.3b | <ul style="list-style-type: none"> tell others what my role will be in the group | | | | |
| A-3.3c LC-3.4b | <ul style="list-style-type: none"> act and speak respectfully to group members | | | | |
| A-3.3c, LC-2.3a | <ul style="list-style-type: none"> use Spanish when working in a group | | | | |
| A-3.3c, S-3.3a | <ul style="list-style-type: none"> explain my ideas to help my group make decisions | | | | |

Las Celebraciones de fin de año / Year-end Celebration: Observation Checklist

Fecha: _____

| <i>El(la) alumno(a) puede ...</i> | A-3.3b, assume roles and S-3.3a responsibilities as group members | | A-3.3c use Spanish to check for agreement and understanding | | LC-2.3a, interact LC-3.4b respectfully, in Spanish, with group members | |
|-----------------------------------|---|---------------|--|---------------|---|---------------|
| | <i>Sí</i> | <i>Aún no</i> | <i>Sí</i> | <i>Aún no</i> | <i>Sí</i> | <i>Aún no</i> |
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Reconocimiento a los voluntarios / Volunteer Appreciation

Student's Performance Task Description

Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Spanish class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

Principal Outcomes

| | |
|---|---|
| <i>A-5 To extend their knowledge of the world</i> | <input type="checkbox"/> A-5.1 discover and explore <ol style="list-style-type: none"> a. explore alternative classification systems and criteria for categories b. discover relationships and patterns <input type="checkbox"/> A-5.2 gather and organize information <ol style="list-style-type: none"> a. compare and contrast items in simple ways |
|---|---|

Supporting Outcomes

| | |
|---|--|
| <i>LC-2 Interpret and produce texts</i> | <input type="checkbox"/> LC-2.5 written production <ol style="list-style-type: none"> a. produce short, simple written texts in guided situations |
| <i>S-2 Language use</i> | <input type="checkbox"/> S-2.3 productive <ol style="list-style-type: none"> a. identify and use a variety of productive strategies; e.g., use words visible in the immediate environment, use various techniques to explore ideas in the planning stages, such as brainstorming |

Materials

- *Eating Well with Canada's Food Guide*
- Paper for creating charts
- Sample menus in Spanish

Alternative Assessment Task

Create a menu for your dream restaurant, ensuring you have a wide variety of foods to appeal to many different customers. Create the menu by presenting food choices in a variety of ways.

Reconocimiento a los voluntarios / Volunteer Appreciation

Performance Task Description

Your school is planning a Volunteer Appreciation Day for the parent and community volunteers who have made a contribution to your school. The Grade 6 classes are involved with planning events for the day. Your Spanish class is in charge of planning the food. There will be both young people and adults attending the event, so food choices will need to appeal to everyone. Work with your classmates to determine which food items should be included in the menu for the Volunteer Appreciation Day.

Instructions

1. Think about different foods and beverages that could be served at the Volunteer Appreciation Day.
2. With your teacher's help, add your suggestions, in Spanish, to a class list of many different foods.
3. With your teacher's help, create categories for the food.

Example

- *Comida sana* • *A los adultos les gusta*
- *Comida basura* • *A los jóvenes les gusta*

4. With a partner or in a small group, discuss which foods should go in each of the categories you have created. Foods might go into more than one category. You may want to use *Eating Well with Canada's Food Guide* to help you.

Sample phrases

- *Las manzanas son sanas, a los jóvenes y a los adultos les gustan.*
- *Las patatas fritas son comida basura, a los jóvenes les gustan.*

5. Based on the information you have organized, participate in a class discussion about which foods should be served at the event to ensure a balanced menu.
6. With a partner or in a small group, decide whether the food items chosen for the event should be presented at the event as:
 - *el aperitivo* • *la entrada*
 - *las bebidas* • *el postre*
 Make a chart or lists to organize your choices.

7. On your own, create a sample menu of the food to be served at the Volunteer Appreciation Day.

Sample vocabulary list

- | | | |
|---------------------------|---------------------------|-------------------------|
| • <i>la fruta</i> | • <i>la hamburguesa</i> | • <i>el aperitivo</i> |
| • <i>el bocadillo</i> | • <i>las zanahorias</i> | • <i>los panecillos</i> |
| • <i>el postre</i> | • <i>el pizza</i> | • <i>los pastelitos</i> |
| • <i>la sopa de pollo</i> | • <i>la entrada</i> | • <i>el agua</i> |
| • <i>el pan</i> | • <i>la mantequilla</i> | • <i>el jugo</i> |
| • <i>el café</i> | • <i>las papas fritas</i> | • <i>el chocolate</i> |
| • <i>el té</i> | • <i>el queso</i> | |

Evaluation Tools

- Self-assessment and Goal Setting
- Feedback
- Rating Scale

Reconocimiento a los voluntarios / Volunteer Appreciation: Self-assessment and Goal Setting

Nombre: _____

Fecha: _____

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

Criteria Statements

- A-5.1a • organizing foods into different categories
- A-5.1b,
A-5.2a • discussing which foods should go in what categories
- S-2.3a,
LC-2.5a • creating a sample menu
- S-2.3a,
LC-2.5a • participating in brainstorming

Estoy orgulloso(a) de ...

porque ...

*Algo que quiero tratar
otra vez ...*

Otro comentarios

Aprendí ...

La próxima vez voy a ...

porque ...

***Reconocimiento a los voluntarios / Volunteer Appreciation:
Feedback***

Criterios:

- A-5.1a explores alternative classification systems and criteria for categories
- A-5.1b discovers relationships and patterns
- A-5.2a compares and contrasts items in simple ways
- LC-2.5a produces short, simple written texts in guided situations

Fecha: _____

Querido(a) _____,

Hiciste las siguientes cosas bien...

También, noté...

La próxima vez, puedes tratar ...

De _____

**Reconocimiento a los voluntarios / Volunteer Appreciation:
Rating Scale**

Fecha: _____

| El(la) alumno(la) puede ... | A-5.1a explore classification systems and criteria for categories | | | A-5.2a compare and contrast items in simple ways | | |
|-----------------------------|---|-------------|---------------|--|-------------|---------------|
| | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
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Donde vivimos / Where We Live

Student's Performance Task Description

The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Spanish class has volunteered to create a fact sheet for Spanish speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

Principal Outcomes

A-5 To extend their knowledge of the world

- A-5.2 gather and organize information**
 - b. compose questions to guide research
 - c. identify sources of information
 - d. record observations

Supporting Outcomes

LC-2 Interpret and produce texts

- LC-2.5 written production**
 - a. produce short, simple written texts in guided situations

LC-4 Apply knowledge of how discourse is organized, structured and sequenced

- LC-4.1 cohesion/coherence**
 - b. use common conventions to structure texts

S-2 Language use

- S-2.3 productive**
 - a. identify and use a variety of productive strategies; e.g., be aware of and use the steps of the prewriting process, including gathering ideas, planning the text, researching and organizing the text

Materials

- Information about the local community from Web sites, tourist information centres, Chamber of Commerce
- Lists of vocabulary and phrases, in a variety of categories brainstormed by students, for the fact sheets

Alternative Assessment Task

Your teacher has arranged to take your Spanish class on a field trip. In preparation for the field trip, your teacher has asked you to research the topic. After the field trip, share your learning and experiences for a school bulletin board display.

Donde vivimos / Where We Live

Performance Task Description

The area where you live has new people moving in from different places. The mayor would like to create fact sheets, in different languages, about where you live to give to new residents. Your Spanish class has volunteered to create a fact sheet for Spanish speakers. Research some facts about your area and create a fact sheet to submit to the mayor.

Instructions

1. With your teacher's help, identify some questions someone moving into your area would like answered. Use these questions to help you do your research.

Examples

- *¿Cuántas personas hay en _____?*
- *¿Cuáles tiendas hay en _____?*
- *¿Qué deportes se juegan en _____?*
- *¿Qué escuelas hay en _____?*

2. With your teacher, brainstorm some possible resources to use to research your area. As you write down information from the sources, be sure to write down the source of the information.

Sample

- *Información de _____.*

3. Write your own observations about where you live.

Sample phrases

- *Nombre de la ciudad/del pueblo/de la zona es pequeña(o)/grande/tranquilo.*
- *_____ tiene muchos parques/comercios/patio de la escuela.*
- *_____ es agradable/divertido/acogedor.*

4. Organize the information you have gathered into a simple fact sheet. Use titles, subtitles and bullets, where necessary, to organize your information.
5. Submit your fact sheet to your teacher to be shared with others.

Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Self-assessment and Feedback

Donde vivimos / Where We Live: Self-assessment Rating Scale

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|-------------------|--|-----------|-------------|---------------|
| A-5.2b, S-2.3a | <ul style="list-style-type: none"> compose questions to guide research about my community | | | |
| A-5.2c, S-2.3a | <ul style="list-style-type: none"> find sources of information | | | |
| A-5.2d, S-2.3a | <ul style="list-style-type: none"> record information about my community | | | |
| LC-2.5a | <ul style="list-style-type: none"> use Spanish to create a fact sheet about my community | | | |



Donde vivimos / Where We Live: Self-assessment Rating Scale

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|-------------------|--|-----------|-------------|---------------|
| A-5.2b, S-2.3a | <ul style="list-style-type: none"> compose questions to guide research about my community | | | |
| A-5.2c, S-2.3a | <ul style="list-style-type: none"> find sources of information | | | |
| A-5.2d, S-2.3a | <ul style="list-style-type: none"> record information about my community | | | |
| LC-2.5a | <ul style="list-style-type: none"> use Spanish to create a fact sheet about my community | | | |

Donde vivimos / Where We Live: Rating Scale

Nombre: _____

Fecha: _____

| | <i>Excelente</i> | <i>Muy bien</i> | <i>Satisfactorio</i> | <i>Aún no</i> |
|---|------------------|-----------------|----------------------|---------------|
| <i>Puedes ...</i> | | | | |
| A-5.2b, • composes written questions S-2.3a to guide research | | | | |
| A-5.2c, • identifies sources of information S-2.3a | | | | |
| A-5.2d, • records information S-2.3a | | | | |
| LC-4.1b • uses conventions (e.g., titles, bullets) to organize information for the fact sheet | | | | |

Comentarios

Donde vivimos / Where We Live:
Self-assessment and Feedback

Nombre: _____

Fecha: _____

Donde vivimos / Where We Live: Self-assessment

| <i>Criterios</i> | <i>Lo que hice bien ...</i> | <i>Lo que necesito mejorar ...</i> | <i>La próxima vez, voy a ...</i> |
|---|-----------------------------|------------------------------------|----------------------------------|
| A-5.2b, • when I composed S-2.3a questions to guide research about my community | | | |
| A-5.2c, • when I located A-5.2d and recorded S-2.3a information about my community | | | |
| LC-2.5a • when I prepared LC-4.1b, the fact sheet S-2.3a about my community | | | |

Donde vivimos / Where We Live: Feedback

Comentarios

Resolviendo conflictos en clase / **Resolving Classroom Conflicts**

Student's Performance Task Description

The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Spanish class to help create guidelines, in Spanish, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

Principal Outcomes

A-5 *To extend their knowledge of the world*

- A-5.3 solve problems**
 - a. understand and use steps in a problem-solving process
- A-5.4 explore opinions and values**
 - a. express their views on a variety of topics within their direct experience

Supporting Outcomes

LC-4 *Apply knowledge of how discourse is organized, structured and sequenced*

- LC-4.3 patterns of social interaction**
 - a. use simple conventions to open and close conversations and to manage turn taking

S-3 *General learning*

- S-3.3 social/affective**
 - a. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

Materials

- Poster paper

Alternative Assessment Task

As part of your training to become a conflict mediator at school, you will identify different problems that could occur between students on the playground or in the school. Discuss how these problems could be resolved. Role-play these new problem-solving techniques with other conflict mediator trainees.

Resolviendo conflictos en clase / **Resolving Classroom Conflicts**

Performance Task Description

The teachers at your school have noticed that some students are having trouble resolving conflicts with one another. The teachers have decided to address this issue with their classes. Your teacher has asked your Spanish class to help create guidelines, in Spanish, to help students resolve conflicts. The guidelines created by you and your classmates will be posted in the classroom to use whenever necessary.

Instructions

1. To resolve classroom conflicts, participate in a class discussion, in English, about the possible steps in a problem-solving process.
2. As a first step, contribute to a class discussion, in Spanish, about how to state your feelings when you are having a conflict with someone else.

Examples

- *Estoy enfadado(a), triste, frustrado(a), molesto(a) porque _____.*
- *Tomaste mi _____ /Me llamaste _____ /Me empujaste/Me gritaste.*

3. Next, discuss some appropriate responses to the phrases you have created.

Examples

- *Perdón/¿Me disculpas?/¿Me perdonas? _____, (nombre de la persona).*
- *También estoy enfadado(a)/triste.*

4. Finally, discuss phrases to help end the conflict.

Examples

- *Está bien.*
- *Hablemos con el maestro.*
- *Gracias.*
- *Te perdono.*

5. Use the brainstormed phrases to create problem-solving steps to follow when you have a classroom conflict.
6. Practise using the steps of the problem-solving process with a partner. Use the phrases you have created in class to solve a classroom conflict you have experienced. Make sure to take turns appropriately to help resolve the conflict.

Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment
- Observation Checklist

Resolviendo conflictos en clase / Resolving Classroom Conflicts: Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

| <i>Puedes ...</i> | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|--|-----------|-------------|---------------|
| A-5.4a • express your feelings about our conflict | | | |
| A-5.3a, A-5.3b, LC-6.3a • take turns to use the problem-solving steps | | | |
| <i>Una sugerencias para la próxima vez ...</i> | | | |



Resolviendo conflictos en clase / Resolving Classroom Conflicts: Peer-assessment Rating Scale

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

| <i>Puedes ...</i> | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|--|-----------|-------------|---------------|
| A-5.4a • express your feelings about our conflict | | | |
| A-5.3a, A-5.3b, LC-6.3a • take turns to use the problem-solving steps | | | |
| <i>Una sugerencias para la próxima vez ...</i> | | | |

Resolviendo conflictos en clase /
Resolving Classroom Conflicts: Self-assessment

Nombre: _____

Fecha: _____

| <i>Crterios</i> | <i>Lo que hice bien ...</i> | <i>Lo que necesito mejorar ...</i> | <i>La próxima vez, voy a ...</i> |
|---|-----------------------------|------------------------------------|----------------------------------|
| A-5.3a, • when I practised A-5.4a, solving a problem LC-4.3a with a partner | | | |
| S-3.3a • when I helped to figure out the steps of a problem-solving process to resolve conflicts | | | |
| A-5.4a • when I expressed my point of view in a conflict situation | | | |

Resolviendo conflictos en clase / Resolving Classroom Conflicts: Observation Checklist

Fecha: _____

| Crterios: A-5.3a, LC-4.3a The student understands and uses the steps in the problem-solving process | | | |
|--|-----------|-------------------|--------------------|
| <i>El(la) alumno(a)</i> | <i>Sí</i> | <i>Aún no</i> | <i>Comentarios</i> |
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Actividades de mediodía / Lunch-hour Intramurals

Student's Performance Task Description

The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Spanish class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

Principal Outcomes

A-5 To extend their knowledge of the world

- A-5.4 explore opinions and values**
 - a. express their views on a variety of topics within their direct experience
 - b. gather opinions on a topic within their direct experience; e.g., conduct an opinion poll among classmates or members of the community

Supporting Outcomes

LC-2 Interpret and produce texts

- LC-2.3 interactive fluency**
 - a. engage in a variety of simple interactions

LC-4 Apply knowledge of how discourse is organized, structured and sequenced

- LC-4.2 text forms**
 - a. use some simple text forms in their own productions

S-2 Language use

- S-2.3 productive**
 - a. identify and use a variety of productive strategies; e.g. use words in the immediate environment

Materials

- Lists of words about sports
- A chart on which to record survey responses

Alternative Assessment Task

Your teacher has asked your Spanish class for ideas about a year-end activity. Create a questionnaire about different possible activities and survey your classmates, in Spanish, about their ideas. The results of the survey will be shared with the teacher.

Actividades de mediodía / Lunch-hour Intramurals

Performance Task Description

The school's principal and physical education staff want to encourage more participation in lunch-hour intramurals. Your Spanish class will present ideas about which physical activities are the most popular and would be the easiest to organize as intramurals. Create a survey about different sports and activities and conduct your survey with your classmates. The results of the survey will be presented to the principal.

Instructions

1. With your classmates, brainstorm a list of possible lunch-hour intramural activities.
2. Create a list of questions about lunch-hour activities that you will use for your intramural survey.

Sample questions

- *¿Te gusta jugar al baloncesto o al hockey?*
- *¿Te gusta jugar al voleibol o al bádminton?*

3. Using your survey questions, interview your classmates and record their responses.
4. When you have interviewed everyone in class, organize your results.
5. Share your results with your classmates.

- | | |
|-------------------------|------------------------------------|
| Evaluation Tools | - Self-assessment and Goal Setting |
| | - Peer Assessment |
| | - Observation Checklist |

**Actividades de mediodía / Lunch-hour Intramurals:
Self-assessment and Goal Setting**

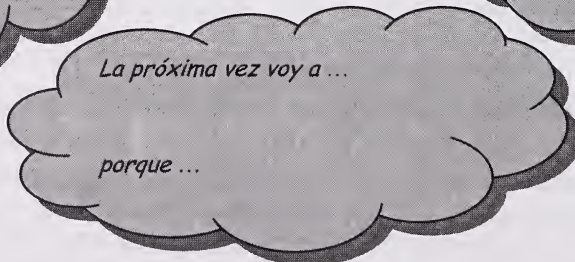
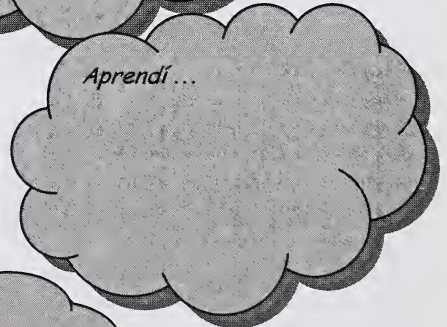
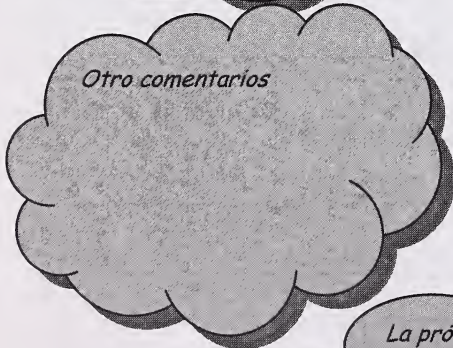
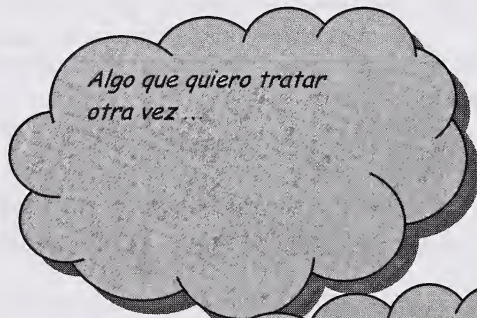
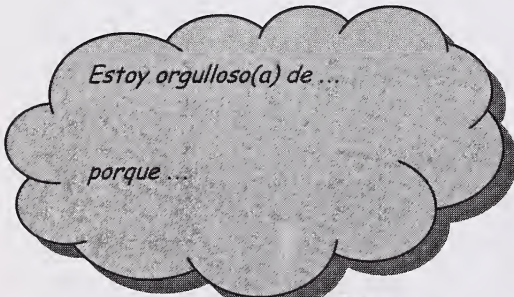
Nombre: _____

Fecha: _____

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

Criteria Statements

- A-5.4a • giving my opinion to someone else
- A-5.4b • gathering opinions from others
- LC-2.3a • using Spanish to interact with my classmates
- S-2.3b • using the sentences on my survey sheet to ask questions of others



Actividades de mediodía / Lunch-hour Intramurals: Peer Assessment

Provide positive feedback to up to four of your classmates, using the cards below.

Fecha: _____

Criterios: asked for and offered an opinion

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____

Fecha: _____

Criterios: asked for and offered an opinion

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____



Fecha: _____

Criterios: asked for and offered an opinion

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____

Fecha: _____

Criterios: asked for and offered an opinion

Querido(a) _____,
Puedes hacer las siguientes cosas bien ...

De _____



Actividades de mediodía / Lunch-hour Intramurals: Observation Checklist

Fecha: _____

| <i>El(la) alumno(a) puede ...</i> | A-5.4b gather opinions on a topic | | LC-4.2a use simple text forms | | LC-2.3a engage in simple interactions | |
|-----------------------------------|-----------------------------------|---------------|-------------------------------|---------------|---------------------------------------|---------------|
| | <i>Sí</i> | <i>Aún no</i> | <i>Sí</i> | <i>Aún no</i> | <i>Sí</i> | <i>Aún no</i> |
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Ciudad hermanada / Twin Cities

Student's Performance Task Description

Your town/city council is interested in twinning with a town or city in a Spanish-speaking country. Your Spanish class has volunteered to do some research to help the town/city council make a decision. Choose one town or city where Spanish is spoken and research similarities and differences between that town or city and your own. Your class will choose a few options to submit to the town/city council.

| Principal Outcomes | |
|--|--|
| <i>GC-1 Historical and contemporary elements of the cultures of the Spanish-speaking world</i> | <input type="checkbox"/> GC-1.1 accessing/analyzing cultural knowledge a. compare some elements of the cultures of the Spanish-speaking world to their own culture |
| <i>GC-2 Affirming diversity</i> | <input type="checkbox"/> GC-2.3 awareness of own culture a. recognize and identify similarities and differences between their own culture and other cultures |
| <i>GC-3 Personal and career opportunities</i> | <input type="checkbox"/> GC-3.1 the Spanish-speaking world and cultures b. identify some places that they could visit where Spanish is spoken |
| Supporting Outcomes | |
| <i>S-3 General learning</i> | <input type="checkbox"/> S-3.1 cognitive b. identify and use a variety of cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes, write down key words, use graphic representations to make information easier to understand |

Materials

- Information about countries and towns/cities, where Spanish is spoken from travel magazines, brochures, Web sites
- Templates of graphic organizers; e.g., Venn diagrams, T-charts

Alternative Assessment Task

Write a simple research report about the similarities and differences between where you live and a place that is well known for its Spanish culture.

Ciudad hermanada / Twin Cities

Performance Task Description

Your town/city council is interested in twinning with a town or city in a Spanish-speaking country. Your Spanish class has volunteered to do some research to help the town/city council make a decision. Choose one town or city where Spanish is spoken and research similarities and differences between that town or city and your own. Your class will choose a few options to submit to the town/city council.

Instructions

1. Brainstorm a list of towns, cities or countries where you have learned that Spanish is spoken.
2. Choose one town or city where Spanish is spoken.
3. Research your chosen town or city. Find materials on your own and with your teacher's help.
4. Using a graphic organizer (e.g., a T-chart or Venn diagram) your teacher has given you, write down information about how the Spanish town or city is similar to or different from your own town or city.
5. Submit to your teacher the information you have collected.

Evaluation Tools

- Self-assessment
- Self-assessment Rating Scale
- Rating Scale

Ciudad hermanada / Twin Cities: Self-assessment

Nombre: _____

Fecha: _____

| <i>Algo aprendí</i> | <i>Las similitudes</i> | <i>Las diferencias</i> |
|---------------------|------------------------|------------------------|
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Lo más interesante es ...

Quiero aprender más sobre ...

Ciudad hermanada / Twin Cities: Self-assessment Rating Scale

Nombre: _____

Fecha: _____

| | Puedo ... | Sí | Casi | Aún no |
|---------|---|----|------|--------|
| GC-3.1b | <ul style="list-style-type: none"> • think of some places where Spanish is spoken | | | |
| GC-2.3b | <ul style="list-style-type: none"> • recognize similarities and differences between my town or city and the Spanish town or city | | | |
| S-3.1a | <ul style="list-style-type: none"> • use a graphic organizer to organize my ideas | | | |



Ciudad hermanada / Twin Cities: Self-assessment Rating Scale

Nombre: _____

Fecha: _____

| | Puedo ... | Sí | Casi | Aún no |
|---------|---|----|------|--------|
| GC-3.1b | <ul style="list-style-type: none"> • think of some places where Spanish is spoken | | | |
| GC-2.3b | <ul style="list-style-type: none"> • recognize similarities and differences between my town or city and the Spanish town or city | | | |
| S-3.1a | <ul style="list-style-type: none"> • use a graphic organizer to organize my ideas | | | |

Ciudad hermana / Twin Cities: Rating Scale

Fecha: _____

| Student | 6C-1.1a compares some elements of Spanish culture with own culture | | | S-3.1a uses a variety of strategies | | | 6C-2.3b identifies similarities and differences between own culture and others | | |
|---------|--|------|--------|--|------|--------|--|------|--------|
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Preparándose para un amigo online / Getting Ready for an E-pal

Student's Performance Task Description

You and your classmates will be matched with Spanish-speaking students of the same age from another country who will become your e-pals. To make sure you are matched with someone who has similar interests to you, you and your classmates will research what people your own age in that country are interested in. Use Spanish-language children's magazines and/or Web sites to find information. Use this information to make a list of things you have in common with Spanish-speaking people your own age in another country. This list will be used to help match you with an e-pal.

Principal Outcomes

GC-1 Historical and contemporary elements of the cultures of the Spanish-speaking world

- GC-1.1 accessing/analyzing cultural knowledge**
 - a. compare some elements of the cultures of the Spanish-speaking world to their own culture
- GC-1.2 knowledge of the cultures of the Spanish-speaking world**
 - a. explore some elements of the cultures of the Spanish-speaking world
 - b. identify some aspects they have in common with people their own age who live in the cultures of the Spanish-speaking world
- GC-1.5 valuing the cultures of the Spanish-speaking world**
 - b. express an interest in finding out about people their own age who speak Spanish

Supporting Outcomes

LC-2 Interpret and produce texts

- LC-2.4 written interpretation**
 - a. understand short, simple written texts in guided and unguided situations

S-3 General learning

- S-3.1 cognitive**
 - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic organizers to organize and record information

Materials

- Age-appropriate magazines
- Web sites targeted at Spanish-speaking children
- An example of a T-chart

Alternative Assessment Task

You have been asked by a teacher from another class to share information about the lives of Spanish-speaking students in another country. You and your classmates will research what Spanish-speaking people your age are interested in. Use Web sites, books or children's magazines to find information and make an electronic slide show presentation or a poster to share what you have learned.

Teacher's Note

This task could be used as a preliminary step for an actual e-mail/correspondence project with Spanish-speaking students in another country.

Preparándose para un amigo online / Getting Ready for an E-pal

Performance Task Description

You and your classmates will be matched with Spanish-speaking students of the same age from another country who will become your e-pals. To make sure you are matched with someone who has similar interests to you, you and your classmates will research what people your own age in that country are interested in. Use Spanish-language children's magazines and/or Web sites to find information. Use this information to make a list of things you have in common with Spanish-speaking people your own age in another country. This list will be used to help match you with an e-pal.

Instructions

1. With your teacher's help, find a variety of materials written in Spanish that provide information about the interests of people your own age in another country.
2. Work with your classmates to create a T-chart to organize the information. On the T-chart, include information about how Spanish-speaking people your own age live in their country and what they enjoy doing.

Example

| <i>Como viven</i> | <i>Qué les gustan hacer</i> |
|--------------------------------------|---|
| <i>La mayoría viven en la ciudad</i> | <i>Les gusta ver bailes tradicionales para divertirse</i> |
| | <i>Les gusta jugar al fútbol</i> |

3. Make a list of the information collected on the T-chart that also applies to you.
4. Add other information you want to include about yourself and what you are interested in and submit the list to your teacher.

Evaluation Tools

- Self-assessment Rating Scale
- Observation Checklist
- Student Reflections

***Preparándose para un amigo online / Getting Ready for an E-pal:
Self-assessment Rating Scale***

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|---|-----------|-------------|---------------|
| GC-1.1a, GC-1.2b, GC-1.5b <ul style="list-style-type: none"> find out how I am similar to and different from people my age in Spanish culture <p>Something I want to share is ...</p> | | | |
| LC-2.4a <ul style="list-style-type: none"> get information from Spanish sources <p>Something I want to share is ...</p> | | | |
| S-3.1a <ul style="list-style-type: none"> use a chart to organize information <p>Something I want to share is ...</p> | | | |

Unos consejos por mis compañeros de clase ...

***Preparándose para un amigo online / Getting Ready for an E-pal:
Observation Checklist***

Fecha: _____

Criterios: LC-2.4a The student understands short, simple texts in guided and unguided situations

| <i>El(la) alumno(a)</i> | <i>Sí</i> | <i>Aún no</i> | <i>Comentarios</i> |
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Preparándose para un amigo online / Getting Ready for an E-pal: Student Reflections

Nombre: _____

Fecha: _____

GC-1.1a

- compare some elements of the cultures of the Spanish-speaking world to their own

When learning about Spanish-speaking people my own age, something that surprised me was ...

GC-1.2a

- explore some elements of the cultures of the Spanish-speaking world

The most interesting thing I learned from this task was ...

GC-1.2b

- identify some aspects they have in common with people their own age who live in the Spanish-speaking world

Something about Spanish culture I would like to learn more about is ...

Buenos anfitriones / Good Hosts

Student's Performance Task Description

Your school district will be hosting a group of Spanish-speaking visitors from another country. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Spanish class to help identify similarities and differences between students' cultures and Spanish culture. This information will be submitted to the principal.

Principal Outcomes

GC-1 Historical and contemporary elements of the cultures of the Spanish-speaking world

- GC-1.3 applying cultural knowledge**
 - a. identify similarities and differences between the cultures of the Spanish-speaking world and their own culture
 - b. interpret similarities and differences between the cultures of the Spanish-speaking world and their own culture
- GC-1.5 valuing the cultures of the Spanish-speaking world**
 - a. identify similarities between themselves and people of the cultures of the Spanish-speaking world

Supporting Outcomes

S-3 General learning

- S-3.1 cognitive**
 - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic organizers to make information easier to understand and remember, connect what they already know with what they are learning

Materials

- A Venn diagram

Alternative Assessment Task

To observe a particular holiday or celebration (e.g., harvest festivals, birthdays, national remembrance day) at your school, your Spanish class will learn about a similar holiday or celebration in Spanish culture. Brainstorm all the information you can remember about the holiday or celebration in your culture. Conduct research to find out information about the similar holiday or celebration in Spanish culture. Organize the information to show the similarities and differences between the two cultures. Use this information to help plan how you will observe the holiday or celebration at your school.

Buenos anfitriones / Good Hosts

Performance Task Description

Your school district will be hosting a group of Spanish-speaking visitors from another country. Your principal is helping to organize the visit and wants to be sure that everyone involved with the visitors knows how to behave appropriately. Your teacher has volunteered the students in your Spanish class to help identify similarities and differences between students' cultures and Spanish culture. This information will be submitted to the principal.

Instructions

1. With your teacher's help, make a list of what you know about polite and impolite behaviours in Spanish culture. Make a second list of what are considered polite and impolite behaviours in your own culture.
2. Using a Venn diagram, organize the information you have brainstormed to show the similarities and differences between polite behaviours in your culture and Spanish culture.
3. Write, in English, a brief report to give to the principal. In your report, give advice about what types of behaviours the visitors might find impolite so the hosts can avoid them. Be sure to explain what types of behaviours are considered polite so the hosts can be sure to make the best impression on the visitors. Try and explain why the behaviours are impolite or polite.
4. Share your report with your classmates.

Evaluation Tools

- Self-assessment Rating Scale
- Rating Scale
- Observation Checklist

**Buenos anfitriones / Good Hosts:
Self-assessment Rating Scale**

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|---------------------------------|---|-----------|-------------|---------------|
| GC-1.3a, GC-1.3b, GC-1.5a | <ul style="list-style-type: none"> talk about how different behaviours are considered polite and impolite in my own culture | | | |
| GC-1.3a, GC-1.3b, GC-1.5a | <ul style="list-style-type: none"> talk about how different behaviours are considered polite and impolite in Spanish culture | | | |
| S-3.1a | <ul style="list-style-type: none"> use a Venn diagram to organize my ideas | | | |



**Buenos anfitriones / Good Hosts:
Self-assessment Rating Scale**

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|---------------------------------|---|-----------|-------------|---------------|
| GC-1.3a, GC-1.3b, GC-1.5a | <ul style="list-style-type: none"> talk about how different behaviours are considered polite and impolite in my own culture | | | |
| GC-1.3a, GC-1.3b, GC-1.5a | <ul style="list-style-type: none"> talk about how different behaviours are considered polite and impolite in Spanish culture | | | |
| S-3.1a | <ul style="list-style-type: none"> use a Venn diagram to organize my ideas | | | |

Buenos anfitriones / Good Hosts: Rating Scale

Nombre: _____

Fecha: _____

Puedes ...**Sí****Casi****Aún no**

GC-1.3a • identify similarities and differences between the cultures of the Spanish-speaking world and his or her own

GC-1.3b • interpret similarities and differences between the cultures of the Spanish-speaking world and his or her own culture

GC-1.5a • identify similarities between himself or herself and people of the culture being studied

S-3.1a • use a Venn diagram to organize ideas

Strengths

Challenges

Buenos anfitriones / Good Hosts: Rating Scale

Nombre: _____

Fecha: _____

Puedes ...**Sí****Casi****Aún no**

GC-1.3a • identify similarities and differences between the cultures of the Spanish-speaking world and his or her own

GC-1.3b • interpret similarities and differences between the cultures of the Spanish-speaking world and his or her own culture

GC-1.5a • identify similarities between himself or herself and people of the culture being studied

S-3.1a • use a Venn diagram to organize ideas

Strengths

Challenges

Buenos anfitriones / Good Hosts: Observation Checklist

Fecha: _____

Criteria: GC-1.3a, GC-1.5a The student identifies similarities and differences between the cultures of the Spanish-speaking world and his or her own culture

| <i>El(la) alumno(a)</i> | <i>Sí</i> | <i>Aún no</i> | <i>Comentarios</i> |
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Conflicto generacional / Generation Gap

Student's Performance Task Description

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with the differences between younger and older people in Spanish culture. Use Spanish-language materials to help you research the generation gap in Spanish culture. Create an outline for your report.

Principal Outcomes

GC-1 Historical and contemporary elements of the cultures of the Spanish-speaking world

- GC-1.4 diversity within the cultures of the Spanish-speaking world**
 - a. identify similarities and differences among diverse groups within the cultures of the Spanish-speaking world
 - b. interpret similarities and differences among diverse groups within the cultures of the Spanish-speaking world

GC-2 Affirming diversity

- GC-2.3 awareness of own culture**
 - a. recognize and identify similarities and differences between their own culture and other cultures

Supporting Outcomes

S-3 General learning

- S-3.1 cognitive**
 - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use graphic organizers to make information easier to understand, connect what they already know with what they are learning

Materials

- Spanish-language materials showing people of different ages participating in daily activities; e.g., work, household chores and leisure activities
- A Venn diagram, T-chart and/or other types of graphic organizers

Alternative Assessment Task

Your Spanish class has been approached by the editor of a local newspaper to write a feature article highlighting the cultural practices that are followed during an upcoming celebration; e.g., Thanksgiving. In the article, address how your community's cultural practices that are followed during this celebration are both similar to and different from Spanish cultural practices that are followed during a similar celebration. You must also address the similarities and differences in the way this celebration is observed in different places that Spanish speakers live.

Conflicto generacional / Generation Gap

Performance Task Description

In health class, you and your classmates have been talking about the generation gap between young people and adults. Your assignment is to create a report about how young people and older people are different. To make sure you have lots of information for your report, you will compare the generation gap in your culture with the differences between younger and older people in Spanish culture. Use Spanish-language materials to help you research the generation gap in Spanish culture. Create an outline for your report.

Instructions

1. Think about how adults and young people are similar and different in your own culture; e.g., young people may like rap music, older people like classic rock or folk music and young people and older people may both like to go to movies. Use a Venn diagram to organize your ideas.
2. Use Spanish-language resources (e.g., magazine advertisements and articles, TV shows, Web sites and textbooks) to find information about how young people and older people are similar and different in Spanish culture.
3. Organize your information in a Venn diagram, T-chart or other kind of graphic organizer.
4. Use all the information you have organized to make an outline for your report. Be sure to state how the generation gap in Spanish culture is similar to or different from the generation gap in your own culture.

| | |
|-------------------------|-------------------------|
| Evaluation Tools | - Self-assessment |
| | - Self-assessment |
| | - Observation Checklist |

***Conflicto generacional / Generation Gap:
Self-assessment***

Nombre: _____ Fecha: _____

S-3.1a Using a Venn diagram helped me organize my ideas because ...

Thinking about the topic (how young people and adults are similar and different) helped me because ...

Something important I learned during this task was ...



***Conflicto generacional / Generation Gap:
Self-assessment***

Nombre: _____ Fecha: _____

S-3.1a Using a Venn diagram helped me organize my ideas because ...

Thinking about the topic (how young people and adults are similar and different) helped me because ...

Something important I learned during this task was ...

Conflicto generacional / Generation Gap: Self-assessment

Nombre: _____

Fecha: _____

GC-1.4a

One important way younger and older people are similar in Spanish culture is ...

- _____

GC-1.4b

This similarity is important because ...

- _____
- _____

GC-1.4a

One important way younger and older people are different in Spanish culture is ...

- _____

GC-1.4b

This difference is important because ...

- _____
- _____

GC-2.3a

Something I noticed that is similar between the generation gap in Spanish culture and my own culture is ...

- _____
- _____

Conflicto generacional / Generation Gap: Observation Checklist

Fecha: _____

| <i>El(la) alumno(a) puede ...</i> | GC-1.4a identify similarities and differences among young people and adults in Spanish culture | | GC-2.3a identify similarities and differences between their own culture and Spanish culture | |
|-----------------------------------|--|---------------|---|---------------|
| | <i>Sí</i> | <i>Aún no</i> | <i>Sí</i> | <i>Aún no</i> |
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Escoge una palabra / Pick a Word

Student's Performance Task Description

Someone in your Spanish class has mentioned how challenging it has been in grades 4, 5 and 6 to learn so many new Spanish words. Your teacher would like to help you understand that this is a challenge when learning any new language, including English, and would like to be able to address this problem with future students. Explore this idea further and create a helpful resource for Spanish students.

Principal Outcomes

GC-2 Affirming diversity

- GC-2.1 awareness of own language(s)**
 - a. identify similarities between their own language(s) and Spanish
- GC-2.2 general language knowledge**
 - a. recognize that in any language there are different words for the same thing

Supporting Outcomes

S-1 Language learning

- S-1.1 cognitive**
 - a. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of words with similar meanings, identify similarities between an aspect of their own language and the language being learned

Materials

- Paper for creating a simple resource
- Spanish dictionaries

Alternative Assessment Task

Make an English/Spanish personal dictionary to help remember new vocabulary words. Organize the Spanish words into groups with similar meanings.

Escoge una palabra / Pick a Word

Performance Task Description

Someone in your Spanish class has mentioned how challenging it has been in grades 4, 5 and 6 to learn so many new Spanish words. Your teacher would like to help you understand that this is a challenge when learning any new language, including English, and would like to be able to address this problem with future students. Explore this idea further and create a helpful resource for Spanish students.

Instructions

1. Participate in a discussion about groups of different English words that mean the same thing; e.g., vehicle can mean car, auto, truck or van. A couch could also be referred to as a sofa, chesterfield or love seat.
2. Think of some similar Spanish examples.

Examples

- *El vehículo = el carro, el coche, el camión, el auto, el automóvil*
3. Working with your classmates and your teacher, create a list of Spanish cognates that you have learned. (Cognates are words that sound or are spelled the same/similarly and have the same meaning.)
 4. Write a short resource in which you point out the similarities and differences between English and Spanish you think would be helpful for a Spanish student to know.
 5. Share your resource with your classmates.

Evaluation Tools

- Self-assessment
- Rating Scale
- Peer Assessment

Escoge una palabra / Pick a Word: Self-assessment

Nombre: _____

Fecha: _____

| <i>Palabra en inglés</i> | <i>Palabra en español</i> | <i>Como eso va a ayudarme</i> |
|--------------------------|---------------------------|-------------------------------|
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Lo que aprendí ...

Quiero aprender más sobre ...

Escoge una palabra / Pick a Word: Rating Scale

Fecha: _____

| <i>El(la) alumno(a) puede ...</i> | <i>GC-2.1a identify similarities and differences between their first language and Spanish</i> | | | <i>GC-2.2a recognize that in any language there are different words for the same thing</i> | | |
|-----------------------------------|---|-------------|---------------|--|-------------|---------------|
| | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
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Escoge una palabra / Pick a Word: Peer Assessment

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

GC-2.1a, GC-2.2a, S-1.1a *Mis pensamientos en tu trabajo ...**Lo que hiciste bien ...**Algo aprendí ...**Una sugerencia para ti ...*

Student Response to Peer Assessment

Nombre: _____

*Cuando reflejo en mi trabajo ...**Hice bien ...**La próxima vez, puedo ...*

¿Quiénes somos? / Who Are We?

Student's Performance Task Description

Your class has been learning about Spanish culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background with your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

Principal Outcomes

GC-2 Affirming diversity

- GC-2.4 general cultural knowledge**
 - a. recognize that speakers of the same language may come from different cultural backgrounds
- GC-2.5 valuing diversity**
 - a. engage in activities that reflect different ways of doing things or other perspectives
- GC-2.6 intercultural skills**
 - b. explore how their perspective is shaped by a variety of factors

Supporting Outcomes

S-3 General learning

- S-3.1 cognitive**
 - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form to assist with the performance of a learning task; use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- S-3.2 metacognitive**
 - a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher

Materials

- A chart or other graphic organizer to help students organize information

Alternative Assessment Task

Interview your family and/or community members to find out about their cultural backgrounds. Be sure to discover which languages your interviewees speak or which languages they may have grown up hearing. Write a short report about what you find out and submit it to your teacher.

¿Quiénes somos? / Who Are We?

Performance Task Description

Your class has been learning about Spanish culture and your teacher suggests you and your classmates should find out more about one another's cultural backgrounds. Share some information about your own cultural background your class. Listen to your classmates as they share information about their own cultural backgrounds and think about what you have learned from them.

Instructions

1. As a class, brainstorm information to use when trying to find out about a person's cultural background.

Sample ideas

- Which languages do you speak?
 - Which languages did you grow up hearing?
 - Have you ever lived anywhere else?
 - Where did your parents/grandparents grow up?
 - Which holidays do you celebrate?
 - How do you celebrate holidays; e.g., Thanksgiving, birthdays?
2. On your own, find out information about your own cultural background. You may want to ask your parents or other family members to help you.
 3. In class, share your information about your own cultural background with your classmates.
 4. When your classmates are sharing information about their own cultural backgrounds, use a chart to write down one or two pieces of information from each person. (You do not have to write down complete sentences. You can just write key words or ideas.)
 5. After hearing about all of your classmates' cultural backgrounds, reflect, orally or in writing, about what you have learned and what you found particularly interesting.

Evaluation Tools

- Observation Checklist
- Self-assessment Rating Scale and Feedback
- Self-assessment

¿Quiénes somos? / Who Are We?: Observation Checklist

Fecha: _____

| <i>El(la) alumno(a) puede ...</i> | S-3.2a reflect on their cultural backgrounds and the cultural diversity within the classroom | | S-3.1a use graphic representations (e.g., mind maps, charts, diagrams) to record information | |
|-----------------------------------|--|-------------|--|-------------|
| | <i>Sí</i> | <i>Casi</i> | <i>Sí</i> | <i>Casi</i> |
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¿Quiénes somos? / Who Are We?: Self-assessment Rating Scale and Feedback

Nombre: _____

Fecha: _____

¿Quiénes somos? / Who Are We?: Self-assessment Rating Scale

| <i>En esta actividad, yo ...</i> | | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> |
|----------------------------------|--|-----------|-------------|---------------|
| S-3.1a | • I formulated key questions | | | |
| S-3.2a | • I actively participated in class brainstorming | | | |
| S-3.1a | • I connected what I already know about culture to what I am learning | | | |
| S-3.1a | • I used supports (e.g., charts, mind maps, diagrams) to make information easier to remember | | | |
| S-3.2a | • I reflected on what I learned | | | |
| S-3.1a | • I listened for and recorded key words and ideas | | | |

*Comentarios ...**La próxima vez voy a ...*

¿Quiénes somos? / Who Are We?: Feedback

Comentarios ...

¿Quiénes somos? / Who Are We?: Self-assessment

Nombre: _____

Fecha: _____

GC-2.6b, S-3.2A

Algo aprendí sobre mi propio cultura es...

- _____
- _____
- _____

GC-2.4a, GC-2.6b, S-3.2a

Algo aprendí sobre mis compañeros de clase es ...

- _____
- _____
- _____

GC-2.6b, S-3.2a

Algo interesante es ...

- _____
- _____
- _____

Entiendo mejor ...

- _____
- _____
- _____

Solicitud de intercambio / Exchange Application

Student's Performance Task Description

There are opportunities for students in your community to participate in exchanges with other countries. To be considered for the exchange, you will complete an application. On the application, you are required to specify the country you would like to visit and prove you have some knowledge about how people live in that country. Gather the information you need for the application.

Principal Outcomes

| | |
|---|---|
| <i>GC-2 Affirming diversity</i> | <input type="checkbox"/> GC-2.4 general cultural knowledge b. recognize some of the factors that affect the culture of a particular region |
| <i>GC-3 Personal and career opportunities</i> | <input type="checkbox"/> GC-3.2 cultural and linguistic diversity b. identify some countries where there is significant linguistic and cultural diversity |

Supporting Outcomes

| | |
|-----------------------------|--|
| <i>S-3 General learning</i> | <input type="checkbox"/> S-3.1 cognitive a. identify and use a variety of cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning, use charts to make information easier to remember and understand |
|-----------------------------|--|

Materials

- A Graphic organizer

Alternative Assessment Task

Write a report about a country in which you are interested. In your report, include information about how people live in the country and what languages they speak. Share your report with your teacher and classmates.

Solicitud de intercambio / Exchange Application

Performance Task Description

There are opportunities for students in your community to participate in exchanges with other countries. To be considered for the exchange, you will complete an application. On the application, you are required to specify the country you would like to visit and prove you have some knowledge about how people live in that country. Gather the information you need for the application.

Instructions

1. With your teacher's help, create a chart to organize information about a country you have decided to research. Include information about different regions of the country and how living in a particular region affects the lifestyle of the people.

Examples

| | <i>La Comida</i> | <i>La ropa</i> | <i>Lenguas hablada</i> | <i>La diversión</i> |
|----------|--|--|------------------------|---|
| Cities | <ul style="list-style-type: none"> • get from supermarket | <ul style="list-style-type: none"> • more fashionable | | <ul style="list-style-type: none"> • movies, theatre, festivals, restaurants |
| Villages | <ul style="list-style-type: none"> • grow in garden | <ul style="list-style-type: none"> • more practical/working clothes • warmer | | <ul style="list-style-type: none"> • community events, family events |
| Seaside | <ul style="list-style-type: none"> • fishing • gardens | <ul style="list-style-type: none"> • rain gear | | |

2. Fill in the information you remember about the country. Do the necessary research to fill in the rest of your chart.
3. Share with your classmates what you have learned about the country and its culture.

Evaluation Tools

- Self-assessment
- Observation Checklist
- Self-assessment

***Solicitud de intercambio / Exchange Application:
Self-assessment***

Nombre: _____

Fecha: _____

GC-2.4b, GC-3.2b, S-3.1a

Algo nuevo que aprendí ...

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Para mí, lo más interesante es ...

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

***Solicitud de intercambio / Exchange Application:
Observation Checklist***

Fecha: _____

| <i>El(la) alumno(a) puede ...</i> | GC-2.4b recognize some factors that affect the culture of a particular region | | GC-3.2b identify some places where there is significant linguistic and cultural diversity | |
|-----------------------------------|--|---------------|--|---------------|
| | <i>Sí</i> | <i>Aún no</i> | <i>Sí</i> | <i>Aún no</i> |
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***Solicitud de intercambio / Exchange Application:
Self-assessment***

Nombre: _____

Fecha: _____

La tabla me ayuda a ...

Antes de empezar, es un buen idea a ...



***Solicitud de intercambio / Exchange Application:
Self-assessment***

Nombre: _____

Fecha: _____

La tabla me ayuda a ...

Antes de empezar, es un buen idea a ...

Una perspectiva diferente / A Different Perspective

Student's Performance Task Description

Your teacher would like each person in your Spanish class to be prepared to act as a buddy to new students. You and your classmates decide to try and see the first day of school through the eyes of new students to best understand what they might need to feel more comfortable. In a small group, you and your classmates will discuss the challenges that new students face and how a student buddy could help with each challenge. Use your findings to decide what the most important duties are for a student buddy and share this information with your teacher.

Principal Outcomes

GC-2 Affirming diversity

- GC-2.5 valuing diversity**
 - b. identify the limitations of adopting a single perspective
- GC-2.6 intercultural skills**
 - a. reflect on their actions and the consequences of their actions for others

Supporting Outcomes

LC-2 Interpret and produce texts

- LC-2.5 written production**
 - a. produce short, simple written texts in guided situations

S-3 General learning

- S-3.1 cognitive**
 - a. identify and use a variety of cognitive strategies to enhance general learning; e.g., use charts and other graphic representations to make information easier to understand and remember
- S-3.3 social/affective**
 - a. identify and use a variety of social and affective strategies to enhance general learning; e.g., participate in cooperative group-learning tasks

Materials

- Paper

Alternative Assessment Task

Grade 6 students in your school are being trained as conflict mediators. As part of your training, you and your classmates need to think about situations you have seen or experienced at school where students were involved in a conflict. Discuss how those who were involved may have felt. Complete this first step of your conflict mediator training with your Spanish class and write a short summary describing the most important things you have learned.

Una perspectiva diferente / A Different Perspective

Performance Task Description

Your teacher would like each person in your Spanish class to be prepared to act as a buddy to new students. You and your classmates decide to try and see the first day of school through the eyes of new students to best understand what they might need to feel more comfortable. In a small group, you and your classmates will discuss the challenges that new students face and how a student buddy could help with each challenge. Use your findings to decide what the most important duties are for a student buddy and share this information with your teacher.

Instructions

- In a small group, brainstorm challenging situations new students might face; e.g., finding their classroom, recognizing the various school staff, finding places in the school, meeting new people.
- For each challenging situation, discuss what the student buddy could do to assist new students. Use a T-chart to organize your ideas.

Example

| Challenging Situation | Possible Solution |
|-------------------------|--|
| Finding their classroom | Take new students on a tour and show them their classrooms |

- With your group, decide the most important things that you have learned. Share your ideas with the class.
- With your teacher's help, brainstorm and write short phrases that new students can use to meet challenging situations

Examples

- *¿Puedo ir al baño?*
- *¿Dónde está la oficina?*
- *¿Me puedes prestar?.....*

- Write these phrases in your notebook to use when you are a student buddy to new students.

- | | |
|-------------------------|---|
| Evaluation Tools | <ul style="list-style-type: none"> - Self-assessment and Goal Setting - Feedback - Student Reflections |
|-------------------------|---|

***Una perspectiva diferente / A Different Perspective:
Self-assessment and Goal Setting***

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | <i>Sí</i> | <i>Aún no</i> |
|--|-----------|---------------|
| GC-2.6a, S-3.1a <ul style="list-style-type: none"> organize our ideas about challenging situations and possible solutions | | |
| GC-2.5b, S-3.1a <ul style="list-style-type: none"> help decide the most important things about looking at something from another person's point of view | | |
| S-3.3a <ul style="list-style-type: none"> think of challenging situations | | |

Estoy orgulloso(a) de ...

La próxima vez, voy a mejorar ...

***Una perspectiva diferente / A Different Perspective:
Feedback***

Criterios:

GC-2.5b identifies the limitations of adopting a single perspective

GC-2.6a reflects on their actions and the consequences of their actions for others

Fecha: _____

Querido(a) _____,

Hiciste las siguientes cosas bien...

También, noté...

La próxima vez, puedes tratar ...

De _____

La cámara de comercio / Chamber of Commerce

Student's Performance Task Description

The local Chamber of Commerce will hold their meetings in different schools in the area. Your school has been chosen as the site for one of the meetings. Your principal wants to show the members of the Chamber of Commerce how knowledge of Spanish language and culture, and other languages and cultures, can be important in many careers. Your Spanish class will create posters to display in the meeting area that show the usefulness of speaking other languages and knowing about other cultures.

Principal Outcomes

GC-3 Personal and career opportunities

- GC-3.1 the Spanish-speaking world and cultures**
 - a. identify some careers for which knowledge of Spanish is useful
- GC-3.2 cultural and linguistic diversity**
 - a. identify some careers for which knowledge of different languages and cultures is useful

Supporting Outcomes

S-3 General learning

- S-3.2 metacognitive**
 - a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task

Materials

- Materials for making posters; e.g., paper, clip art

Alternative Assessment Task

Your school is preparing for a Career Day. Your Spanish class has been asked to create an electronic slide show presentation or a poster to show how knowledge of Spanish language and culture, and other languages and cultures, is useful in many careers.

La cámara de comercio / Chamber of Commerce

Performance Task Description

The local Chamber of Commerce will hold their meetings in different schools in the area. Your school has been chosen as the site for one of the meetings. Your principal wants to show the members of the Chamber of Commerce how knowledge of Spanish language and culture, and other languages and cultures, can be important in many careers. Your Spanish class will create posters to display in the meeting area that show the usefulness of speaking other languages and knowing about other cultures.

Instructions

1. With your classmates, brainstorm different careers in which knowledge of Spanish language and culture is necessary or advantageous; e.g., Spanish teacher, Spanish interpreter, flight attendant.
2. Brainstorm any other careers you can think of in which knowledge of other languages and cultures would be helpful; e.g., working for the federal government, police officer.
3. Using this information, make a plan for a poster. Make sure that on the poster you focus on the importance of knowing both Spanish language and culture and other languages and cultures.
4. On your own or with a partner, decide how you will organize your information. On your poster, include reasons for knowing:
 - Spanish
 - Spanish culture
 - other international languages
 - other cultures.
5. Create your poster and share it with your classmates.

- Evaluation Tools**
- Feedback
 - Peer Assessment
 - Self-assessment Rating Scale

La cámara de comercio / Chamber of Commerce:
Feedback

Crterios:

- GC-3.1a identifies some careers for which knowledge of Spanish is useful
GC-3.2a identifies some careers for which knowledge of different languages and cultures is useful
S-3.2a identifies and uses metacognitive strategies; e.g., makes a plan, divides tasks into subtasks

Fecha: _____

Querido(a) _____,

Hiciste las siguientes cosas bien... ☺

También note...

La próxima vez puedes tratar ...

De _____

***La cámara de comercio / Chamber of Commerce:
Peer Assessment***

Nombre: _____

Fecha: _____

Doy mis impresiones a: _____

GC-3.1a, GC-3.2a, S-3.2a My reflections on your work

Hiciste las siguientes cosas bien ...

Algo aprendí ...

Una sugerencia para la próxima vez ...

Student Response to Peer Assessment

Nombre: _____

Cuando reflejo en mi trabajo ...

Hice bien ...

La próxima vez, puedo ...

***La cámara de comercio / Chamber of Commerce:
Self-assessment Rating Scale***

Nombre: _____

Fecha: _____

| <i>Puedo ...</i> | <i>Sí</i> | <i>Casi</i> | <i>Aún no</i> | <i>Lo sé porque ...</i> |
|--|-----------|-------------|---------------|-------------------------|
| GC-3.1a • show how knowing about Spanish language and culture is useful for careers | | | | |
| GC-3.2a • show how knowing about different languages and cultures is useful for careers | | | | |
| S-3.2a • make a plan for my poster | | | | |

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